

fiably include a major segment of the problems of clinical practice. As Bonica's discussion is followed, it develops that this book lives up to such an expectation. Entities from the neuralgias and control of pain in terminal cancer to such unexpected and tenuously related subjects as diabetes mellitus and megalocolon are considered. The discussion includes not only the technical aspects of pain management, but etiology, pathologic physiology, symptomatology, and differential diagnosis of many situations. The evaluation of therapy deals with both medical and surgical methods, as well as the interruption of pain pathways. Though theory is not the principal thesis of the book, the anatomic and physiologic factors of pain as we think of them today have not been omitted.

There are some controversial proposals which seem to be handled dogmatically, but such is the author's prerogative; in general, the discussion is sound and well supported. The substantial bibliography will serve as a basis for more extensive delving into the field by any who may be so minded.

An encyclopedia of therapeutic possibility rather than an attempt at a major contribution to fundamental understanding of pain, the volume will have something of value for most clinicians.

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APHASIA THERAPEUTICS. Mary Coates Longerich, Ph.D., and Jean Bordeaux, Ph.D. The Macmillan Company, New York, 1954. 185 pages, \$3.75.

This is a short book which should be of considerable value to workers in the field of retraining patients with aphasia. It can be read with profit both by the individual directly responsible for the training, and by the physician who directs the training. The treatment is strictly practical, and it is in this regard that the book has its greatest use.

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DIENCEPHALON—Autonomic and Extrapyrimal Functions. Walter Rudolf Hess, M.D., Professor of Physiology, Emeritus, University of Zurich, Switzerland. Grune and Stratton, New York, 1954. 79 pages \$4.00.

This is a brief account of Professor Hess's exploration of the function of the diencephalon by means of his highly developed technique of stimulation and destruction of this portion of the brain in animals. With the greater interest shown in recent years in this region, it is fortunate that this work has been made readily accessible to English speaking neurophysiologists.

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CLINICAL MANAGEMENT OF BEHAVIOR DISORDERS IN CHILDREN. Harry Bakwin, M.D., Professor of Clinical Pediatrics, and Ruth Morris Bakwin, M.D., Associate Professor of Clinical Pediatrics, both of New York University. W. B. Saunders Company, Philadelphia, 1953. 495 pages, 14 figures, \$10.00.

The Bakwins have written an encyclopedic book on emotional disturbances in children. They have included a varied and valuable bibliography at the end of each chapter. The book is nicely organized so that normal growth and development and care lead into discussions of emotional disorders of increasing severity. The chapter on history taking and examination of the emotionally disturbed child is for the most part an excellent one as are their chapters on growth and development and psychological testing. The book leans toward present day dynamic concepts of child psychiatry but these concepts are only partly integrated in the material presented. The authors' efforts to include and encapsulate every possible emotional disturbance of childhood both oversimplify much of the material and fail to present some of the evidence which would make certain

assertions reasonable. Perhaps the key to the whole book is found in the second word of the title, "management." The effort to instruct the pediatrician on how to "manage" the disorder or the child in a definite, prescribed manner is the book's chief drawback. The prescriptions that follow some excellent descriptions of the disorders illustrate the split between dynamic concepts and dogma. Such statements as "Jealousy begins at two years," "Most infants can be (bowel) trained by 11 to 14 months and some earlier," "Bladder training is best started at 12 to 16 months of age," etc., are illustrative of the arbitrary prescriptions not consonant with present day thinking in child psychology.

One would hope that a textbook which covers such a wide range of children's problems so exhaustively would approach these problems in the light of recent thinking about the child as an integral part of his family and that his emotional illnesses and their treatment would be considered in the same context. This defect is especially evident in their discussions of sleep disturbances, anorexia and obesity.

Perhaps the greatest failing in the book is the attitude that one need only to look to the appropriate chapter and page to find the "open Sesame" to the management of each disorder.

This book's chief value to the pediatrician may be that he will be encouraged to try to handle some of the emotional problems of children himself. When he finds the prescriptions not too helpful he may rely on his own experiences gained in human relationships and may find he can be of some help to the child and his parents.

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PROGRESS IN NEUROLOGY AND PSYCHIATRY—An Annual Review—Vol. IX. Edited by E. A. Spiegel, M.D., Professor and Head of the Department of Experimental Neurology, Temple University School of Medicine. Grune & Stratton, New York, 1954. 632 pages, \$10.00.

This perennially excellent review of progress in neurology and psychiatry retains its high standards. The contributors are well chosen, and there is little of the duplication that frequently mars such a composite effort. The reviews are sufficiently detailed to satisfy the specialist; for this reason this is not a book to sit down with of an evening in the hope of being briefly and painlessly brought up to date in the broad aspects of advances in the neuropsychiatric field. It is of much greater value as a short cut to the current literature by those closely associated with the specialties. It is an excellent reference work.

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PSYCHOANALYSIS AND THE EDUCATION OF THE CHILD. Gerald H. J. Pearson, M.D., Dean, Institute of the Philadelphia Association for Psychoanalysis. W. W. Norton & Company, Inc., 1954. 357 pages, \$5.00.

Dr. Pearson has written a book of value to everyone concerned with the learning process. Here for the first time, to my knowledge, is assembled much of the psychoanalytic thought on education both historical and current. As is usual with Dr. Pearson, this book is well written in his lucid, easy-to-read style.

From the introduction and from the table of contents one is led to hope for a presentation of the recent developments in understanding of ego psychology as it applies to education. Although part two of the book is labeled "Ego Psychology and the Education of the Child" this is in no way a distillation of current thinking and synthesis of what has been learned from more extensive and intensive therapeutic efforts with psychotic children and adults. The accent is still on oedipal problems, castration fears, repression of sexual curiosity, rather than on the increasing body of information about how the early infant-mother relationship and the